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ABSTRACT

The "Greenbag" worksheets are an essential part of the "Greenbook System"--an integrated sequence of five programs designed for professional development for anyone interested in, or involved in, a career in higher education. In this system, each student develops an individualized "Greenbook" containing critical data and procedural information for an actual or intended professional position. Using the "Purplebook" as a procedural guide, the student uses worksheets provided in the "Greenbag" for "Greenbook" construction. These worksheets are used by the student to detail long-range goals, to list tasks necessary for the achievement of these goals, to outline strategies, to note information related to an examination of sample institutions, communities, jobs, and so forth. In addition to the worksheets, this document contains a description of methods used for task analysis, examples of functional analyses of two professional organizations, an example task analysis and standards of competence for organization members and officers, and example operation analyses for parliamentary procedure and for listening. (DC)

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GREENBAG Worksheets

PURPOSE.

The following worksheets were designed for use in the *Greenbook System of Professional Training in Higher Education*, consisting of the following five programs:

ALPHA: for seniors and graduate students preparing for a career in higher education

BETA: for newly-hired professionals who have completed the "Alpha" program

GAMMA: for professional employees undertaking the Greenbook System as an individualized professional development project

DELTA: for professional trainees' use in developing higher performance standards in an established position

EPSILON: for experienced professional trainees who anticipate or are entering sharply different employment circumstances

(see *Greenbook System* program materials).

They may be modified and used independently of the *Greenbook System* for other management and training projects.

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FORMAT.

These worksheets were designed for use in a standard 8 1/2" X 11" 3-ring notebook binder and should be restored to those dimensions. Many of the sheets were printed on both sides, as indicated by the holes shown and on the table below.

There are two sequences of numbers:

Greenbook order is indicated in the upper right hand corner of the front-side.

JC 750 239

Greenbag order, indicated by the numbers in the lower left-hand corner of the front-side. This is the order in which the trainee will use the worksheets.

QUANTITIES.

Greenbag Sequence Number	Title	Number of Sides	Quantity Needed
2	Ten-Year Goal	2	1
3	Institution Study	2	1
4	Position Study	1	2
5	Job Analysis	2	15
6	Task Analysis: Developing Task Lists	2	1
7	General Task Studies	1	1
8a	Experience Institution Contact Sheet	1	1
8b	Functional Analysis (NEA)	1	1
8c	Functional Analysis (AAUP)	1	1
9	Experience Institution Study	1	1
10	Special Task Survey	1	1
11	Task Analysis: Organization Officers and Members	2	1
12	Operation Analysis: Parliamentary Procedure	2	1
13	General Operation Studies	1	1
14	Job Learning List	1	1
15a	Task Analysis	2	50
15b	Operation List for Task	1	20
16	Task Learning List	1	10
17	Operation Analysis	2	50
18	Operation Learning List	1	15
19a	Equipment Record	2	1
19b	("Automatic Data Processing")	2	1
19c	Operation Analysis: Listening	2	1

The whole bundle should be given to the trainee in this order. Although any container may be used, a green expansion wallet would add color to the project.

Walter A. Coole
Skagit Valley College
Mt. Vernon, WA 98283

H

0.1.1

TEN-YEAR GOAL OF _____

Position title: _____

Narrative description:

Salary: $_____ Degree requirement: _____

Institution

Affiliation:
( ) Public
( ) Private
( ) Church
( ) Other

Size:
( ) Below 5,000
( ) 5,000-15,000
( ) Over 15,000

Type:
( ) 2-year
( ) 4-year
( ) University
( ) Other

Style of Program:
( ) Authoritarian
( ) System
( ) Non-structured

Other Important Characteristics

Community

Example: _____
Population: _____
Climate: _____
Economic base: _____

Setting
( ) Rural
( ) Urban
( ) Suburban
( ) Exurban

Other Important Characteristics:

Predominant life style:
( ) Highbrow
( ) Middlebrow
( ) Lowbrow

0.1.2

SCHEDULE OF STRATEGY

Target Date	To Be Accomplished	Event	Source of Income

Reviewing technique:

0.2.1

INSTITUTION STUDY

Observer: _____

Name of institution: _____

Address: _____ Contact: _____

_____ Phone: _____

_____

Enrollment—Full-time _____ Part-time _____

Affiliation: _____

Governing board: _____

Funds:	*Source*	*Amount ($)*	*% of Total*
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Total		_____	100

Operational objectives ( ) Apparent behavioral objectives ( )

Title of position most like 10-year goal: _____

Ancillary duties:

Job description ( )

Entry positions to it:

0.2.2

COMMUNITY STUDY

Name of community: _____

ZIP Code: _____ Telephone Area Code: _____

Population: _____ Map ( ) Average income: _____

Three largest economic activities:

_____

_____

_____

Predominant life style

( ) Highbrow
( ) Middlebrow
( ) Lowbrow

Public library

( ) Good
( ) Fair
( ) Poor

Average number of years of formal education among adults: _____

Pollution:

Air	( ) Good	( ) Fair	( ) Poor
Water	( ) Good	( ) Fair	( ) Poor
Ground litter	( ) Good	( ) Fair	( ) Poor
Advertising	( ) Good	( ) Fair	( ) Poor

Other description:

POSITION STUDY

Name: _____

Position title: _____

( ) Target ( ) Current Academic qualification: _____

Typical job descriptions ( )

General description:

Job List

Functional Title Category	#	% Importance	Responsibility To:

JOB ANALYSIS

Analyst: _____

Job title: _____

Responsibility to: _____ % Importance _____

General description:

Quantitative:

Qualitative:

Relation to institutional objectives:

TASK LIST

No.	Name of Task	X Ref.	Importance Req. Comp.	Lng. Diff.	Sat.
1.					
2.					
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25.					

QUALIFICATION ACCOUNT

Task learning completed: _____

Supervisor or instructor to recommend with regard to this job:

Name _____ Address _____

TASK ANALYSIS: Developing Task Lists

Analyst: Walter A. Coole

Related Jobs	Id #	Importance	Req. Comp.	Lng. Diff.

General Description:

A professional in higher education should be able to specify what things he and other people do in order to carry out their duties; for example, secretaries, subordinate colleages, assistants. The skill of developing a task list is also useful in organizational work in drawing up rules of behavior used in defining roles.
Instructors in vocational and professional areas use this skill in developing an understanding of what they are training their students toward.
In general, professionals are required to develop their own way of accomplishing their jobs—and hence, must apply this skill in organizing their own diverse activities.

Standard of Competence:

There is considerable controversy over the issue of whether some professional functions can be completely described by listing the tasks performed. Most frequently cited in such argument are: counseling, instructing in the fine arts and humanities, public relations. I would certainly accept the proposition that most professional activities elude complete analysis into task lists. I find it difficult to list everything; but I believe that I can find at least a few kinds of observable tasks accomplished by any individual in a given role as a college educator.
True, some tasks one might name might be relatively trivial; but being able to cope with trivia efficiently leaves us free to attend to important tasks—and to other things, if you must.
I don't suppose that one could possibly set up a quantitative rate of satisfactory task list development for college professionals.

Clearly, a task list should:

a. contain an entry for each important task component of a job
b. include as many of the smaller, unimportant tasks as is needed to describe the job clearly
c. be written clearly and concisely
d. have each task entry listed in order of time or importance of accomplishment
e. exclude unrelated tasks

This brochure will contain all of the basic information needed to be able to meet those criteria.

Basic References for a Study of Principle:

Beach, Dale S.: Personnel: *The Management of People at Work.* New York: Macmillan Co., 1965. Ch. 7. pp. 164-188.

Halsey, George D.: Handbook of Personnel Management, New York: Harper & Brothers, 1947. Ch. II, pp. 11-45.

Both works have extensive bibliography.

TASK LEARNING PROCEDURE

Study:

It should not be necessary for you to dwell on the detail of developing a task list, except for two items:

HOW TO WRITE A TASK TITLE

A task description, for our purposes, contains these elements:

1. title
2. relational statement
3. statement of importance, or "general description"
4. standard of competence

Greenbooks trainees gain considerable instruction in the second, third, and fourth elements. We shall concentrate on the first, the title.

A task title is a fragment of a sentence. The subject is suppressed; it is understood to mean the *person* who is performing the job being described.

The *verb* is an active one whose immediate results can be observed within a relatively short period of time. Examples:

writes constitutions for students clubs
tends to laboratory animals
designs computer programs
composes musical works

Typically, task statements describe in gross terms, *what* is accomplished within a job: *operational* statements list the "how to" in detail. In some contexts, the verb will be written in a modified form to meet stylistic needs: e.g., the title of this analysis:

Develop*ing* Task Lists instead of—
Develops Task List

TO WRITE A TASK TITLE, IT IS NECESSARY TO USE AN ACTIVE VERB WHICH SPECIFIES RESULTS IN GROSS TERMS.

SIX CLUES AS TO WHICH ITEMS GO ON A TASK LIST

1. Get into a job without preparing; mess around for a while. The list will come to you.
2. Take courses on how to do a certain job. Your teacher might list all or some of the tasks that go into the job.
3. Examine a "How-To" book about the job; if it's well organized, it will give a task list in the table of contents. (Or pretend you're writing one!)
4. Some institutions have done their management-chores sufficiently to compile job descriptions with reliable task lists (but many haven't).
5. Ask someone who is doing the job. He may be articulate enough to tell you what his various tasks are.

Practice:

Students in the *Greenbook* Program are given sufficient task list practice to be able to accomplish this task for their own professional purposes. Any cycle of the *Purplebook* will provide considerable experience with the task.

Demonstration . . .

Initiate to the *Greenbook* Program should confer with the person in charge of their training program, submitting task lists they have developed.

Greenbook students and more advanced types will be able to evaluate their own work adequately.

( ) Self-evaluation

_____ (Date) _____ (Signature)

_____ (Place) _____ (Title)

GENERAL TASK STUDIES

1. Developing task lists
2. Organizational officers and members
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27.
28.

EXPERIENCE INSTITUTION CONTACT SHEET

Name of school: _____

Address: _____ Main contact: _____

_____ _____

#	To Be Learned	Ref. to Name	Loc.	Phone	Begin	Complete

H

8. _____

A Greenbook Functional Analysis: The National Education Association
The NFA, and Their Affiliates

Walter A. Coole, SVCEA

The NEA, with its affiliate organizations, is the most widespread and dominant professional organization among two-year colleges. Where it holds the position of official spokesman, the local NEA chapter should be joined by every professional on the institution's staff.

Organized in the 19th century, NEA was re-organized and strengthened by the same group of educators that subsequently organized the AAUP.

This powerful group not only promotes the welfare of the profession, but it conducts a number of professional-training activities that cannot conveniently be conducted by institutions of higher learning. Participation in its affairs is personally and professionally rewarding.

The National Education Association membership carries with it, professional liability insurance and a number of purchasing opportunities of great economic value.

* * * * * * * * * * * * * *

A member of these organizations can serve as committeemen and officers of the local, state, and national groups.

Any instructor, or other non-administrative full-time professional educator is eligible for active membership; administrators, retired, and part-time teachers are eligible for special classes of membership.

College students, both graduate and undergraduate, are eligible for membership in local student chapters; college interns are also eligible for Associate Membership.

H

8. _____

A Greenbook Functional Analysis: The American Association of University Professors

Walter A. Coole, AAUP

It is only the strangest professional contract that requires membership in a professional organization—in fact, most college administrators would just as soon that nobody belonged to the AAUP.

Nevertheless, a college teacher owes it to himself and to his profession to join the American Association of University Professors.

The AAUP was organized at the turn of the century by college teachers who felt that only by unifying the profession, could college teachers be free to teach those things that they should. Since that time, the AAUP has successfully defended many individuals in the fact of improper intrusion into their professional activities; and these defensive actions, along with more generalized strategies have accounted for much of the academic freedom available to a teacher in higher education.

Through its local, state, and national bodies, the AAUP has provided for periodic convocations of the teaching profession. At these meetings, representatives have worked out strategies for cooperative action in the solution of common professional problems.

Incidental benefits from participating in such activities are, in themselves, worthwhile; because at AAUP meetings, a college teacher can meet colleagues with similar interests and open the way for further cooperation with such contacts.

* * * * * * * * * * * * * *

A member of a local chapter of the AAUP can serve, not only as an officer of the local group, but also as an officer of state and national organizations and committees.

Any instructor, or other non-administrative full-time professional staff member of an institution of higher education is eligible for active membership in the AAUP.

Administrators, retired teachers, and part-time teachers are eligible for special classes of membership.

One way for a graduate student to get started with AAUP activities is to apply for junior membership through an active member. Junior members are allowed all privileges of active membership except voting and holding office.

(9)

EXPERIENCE INSTITUTIONS STUDY

Questions	Schools										
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11.											
12.											

17

0.2.3

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SPECIAL TASK SURVEY

Job No. Task No. Member Officer Parlimentary Proc.

TASK ANALYSIS: Organization Officers and Members

Analyst: Walter A. Coole

Related Jobs:

Title	Id	Importance

Task Description:

Since I can remember, I've heard my colleagues griping in the lounge about: (a) the lack of faculty voice in college affairs and (b) all the meetings we have to go to.

It appears to me that this inconsistency bears some scrutiny. I'll start with the latter . . .

A quick and not-too-scientific survey suggests to me that professionals in higher education spend an average of one hour a week, at least, in some kind of meeting—and I suspect that I'm 'way low. This means that conservatively, we spend 2-5% of our time being members or officers of some committee, organization, etc.

I've tried to think of some kind of higher education-type that isn't subject to meetings and organizational membership; the only examples I can think of are so hypothetical and outlandish that I won't bother to expose them.

Most North American schools are somewhere in the neighborhood of democratic control. True, in many institutions, the democracy is pretty phoney; in others, the democracy includes teachers and students in varying proportions. I suspect that in many cases, the lack of effective faculty voice in policy-making stems from their lack of will or ability to assert a strong stand.

In many cases, being an officer in some organizations will be of professional advantage. (I'll leave the reader to expand on that point in his own way.)

An *ordinary member* of an organization or committee should be familiar with the purposes and procedures of the organization and should be prepared to participate actively in its business. While the presiding officer is charged with protecting the member's rights to equal expression of his ideas, it would seem unwise to depend entirely on a rule for actual performance.

Organizational officers' specific duties are frequently defined in the organizations' basic documentation; *i.e.*, constitution, by-laws, committee charge. But frequently, the language of such documents is incomplete; it is wise to check such descriptions against standard references, such as those listed in the references below.

Standards of Competence:

In general a reasonable minimum standard of competence will include as a large component, the ability to follow and use constructively, parliamentary procedure. While some organizations do not follow Robert's Rules rigorously, they do comply generally with the basic ideas of this conventional standard.

References:

Greenbook Program: Gray: *Parliamentary Procedure*
Pen–L–View: *Slide Rule for Parliamentary Procedure*

More detailed: Sturgis: *Standard Code of Parliamentary Procedure*
Robert: *Rules of Order*

Operation	Cross Reference	Learning Difficulty
Use of Parliamentary Procedure	0.5.1	1

Recommended Task Learning Procedure:

1. Complete operation learning procedure (0.5.1).
2. Participate in actual organizational activity which uses parliamentary procedure.

Demonstration: _____
Name of Organization

Evaluated: Self _____
Date of One Meeting

_____
Date

OPERATION ANALYSIS: Parliamentary Procedure

Analyst: Walter A. Coole

Related Task:

Organization officer and member 0.4.2

Operation Description:

Most organizations of any size use Robert's Rules or a procedure that is fairly close to the basic idea of them. In recent years, there has been some feeling that an alternate procedure may allow for greater accomplishments or efficiency within a group, but Robert's Rules are well enough established that it would be of considerable advantage for a professional educator to have them rather thoroughly mastered.

Standard of Competence:

The following abilities will meet or exceed the working requirements of a professional educator, whether he is a member or an organizational officer, and can be acquired rather handily; he should be able to:

1. Follow and participate in a meeting conducted by parliamentary procedure.
2. State motions in an acceptable manner.
3. Act as presiding officer, secretary, or parliamentarian.
4. Distinguish between the following classes of motions: main, subsidiary, incidental, privileged.
5. Correct procedural errors by rule.

References:

Greenbook Program: Gray: *Parliamentary Procedure*
Pan-L-View: *Slide Rule for Parliamentary Procedure*

More detailed: Sturgis: *Standard Code of Parliamentary Procedure*
Robert: *Rules of Order*

Recommended Operation Learning Procedure:

1. Study: Greenbook Program references
2. Participate in actual or simulated organizational activity which uses parliamentary procedure.

Demonstration: _____

Name of organization

_____

(Date of one meeting)

Evaluated: self

Date _____

GENERAL OPERATION STUDIES

1. Parliamentary procedure
2. Listening
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27.

JOB LEARNING LIST

Id#	Job Title	Date Planned	Date Completed

H

TASK ANALYSIS

Analyst : _____

Task title: _____

Related job–title: _____ Id.: _____ Importance: _____

Req. Comp.: _____

Lng. Diff.: _____

Task description:

Standard of competence:

References:

Task Learning Procedure

Study:

Practice:

Demonstration:

( ) Self-evaluated

(Date)	(Signature)
(Place)	(Title)

H

_._._.1

Operation list for task: _____

Operation No.	Name	X Reference
1.		
2.		
3.		
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22.		
23.		
24.		
25.		
26.		

TASK LEARNING LIST

Id #	Task	Date Planned	Date Complete

H

OPERATION ANALYSIS

Analyst: _____

Operation title: _____

Related tasks:

Title	Id #	Importance

Operation description:

Standard of competence:

References:

Operation Learning Procedure

Study:

Practice:

Demonstration:

( ) Self-evaluation

_____ (Date)

_____ (Signature)

_____ (Place)

_____ (Title)

OPERATION LEARNING LIST

Id #	Operation	Date Planned	Date Completed

EQUIPMENT RECORD

I. Vehicle licenses and certificates

License or Certificate	Number	Issuing Authority	Expiration Date	Remarks

II. Teaching Equipment

Machine	Manual	Practice	Software Selection	Production
Overhead Projector				
Cassette Recorder				
Spirit Duplicator				
Mimeograph				
Dry Copy				

Machine	Manual	Practice	Software Selection	Production

III. Automatic Data Processing

A. Programming Languages

B. General Usage

( ) Coding ( ) System Design

( ) Program design ( ) System articulation

( ) System analysis

C. Equipment

IV. Scientific and technical equipment

OPERATION ANALYSIS: Listening

Analyst: Walter A. Coole

By the time you have reached this sheet in your "Greenbag" you should have noticed the number of listening operations you will carry out in the discharge of your professional duties. The operation of *listening* is so pervasive in our profession that you'd think we'd have to undergo some specific training in listening somewhere in our education.

Not so. And what's my evidence?

The national average listening effectiveness is about 25%; among my colleagues here, there, and yonder, *my* intuition tells me that college professors are not, as a class, any more proficient than any other educated class. I'll give them 40% for a little experience, but I feel that's high.

Spotted 40% effectiveness in listening, that means that college professionals miss 60% of the information that is given them by students, colleagues, and the various bosses in our racket. This is information that *someone* feels we should be acting on.

No wonder the students are restive!

No wonder we're shouting at each other!

It shouldn't be necessary to list, in your application of this analysis, all of the jobs and tasks in which *listening* is an important operational component.

NEARLY EVERYTHING A COLLEGE PROFESSIONAL DOES INVOLVES *LISTENING* IN ONE WAY OR ANOTHER!

OPERATIONAL DESCRIPTION:

You should be able to:

- —capture main points and supporting reasons in spoken communication
- —listen through distractions
- —recognize the structure of spoken communication and, at times, capture salient points in written notes
- —control and channel emotional responses to constructive solutions of problems
- —evaluate what you're told

Because of the importance of these fundamental listening skills, you should be able to do them with almost 100% effectiveness; at the same time, you should be able to convey to the speaker, a feeling of warmth and sympathy expected of professional educators.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 25 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Learning Procedure

Listening skills are not easily learned by reading. There are two commercially-produced listening-training packages I'd recommend. Getting them may be a little inconvenient unless your institution or one in the neighborhood has installed them in their instructional program.

Xerox Effective Listening:

This short course takes from 4 to 6 hours to complete, and is of quality to meet basic professional requirements of listening skills. It is marketed by:

Xerox Learning Systems
1801 Avenue of the Stars
Suite 1052
Century City, California 90067

Dun & Bradstreet Complete Course in Listening:

This course requires about 25 hours: it develops listening skills and provides extensive knowledge of listening theory as well. I'd recommend that one complete the Xerox course before tackling this one. To get marketing information or to locate the nearest using institution, write:

Business Education Division
Dun and Bradstreet, Inc.
1290 Avenue of the Americas
New York, N.Y. 10019

If you're in the vicinity of the Puget Sound area, you may use our materials. Give me a call and make a date.

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